### Decision 3: Rubric for Friendly letter

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| **Criteria** | **Core** | **4** | **3** | **2** | **1** |
| **Greeting**  **and Closing** | Use basic  writing skills to  establish,  maintain, and  enhance  personal  relationships | Greeting and  closing have no  errors in  placement,  punctuation or  capitalization. | Greeting and  closing have  few errors and  are placed  appropriately | Greeting and  closing have 3  or more errors.  One or both not  correctly placed | Greeting and/or  closing missing |
| **Body of**  **Letter** | Use an  introductory  paragraph,  supporting  paragraphs,  and a  concluding  paragraph to  organize  written  information | Sentences and  paragraphs are  complete, well written,  varied  sentence  structure and  vocabulary.  The second  paragraph  includes all the  information  found about the  author | All sentences  are complete  and well written  with no  fragments or  run-ons.  Paragraphing is  generally well  done.  The second  paragraph is  missing one  required piece  of information  about the  author. | Most sentences  are complete  and well written.  Paragraphs are  unorganized.  The second  paragraph is  missing two  required pieces  of information  about the  author. | Many sentence  fragments or run  on sentences.  No evidence of  paragraphing.  The second  paragraph does  not have enough  information  about the author. |
| **Uses Basic**  **Writing**  **Conventions** | ❑ Use basic  punctuation  correctly  ❑ Know and  correctly  spell level  appropriate  high  frequency  words  ❑ Use correct  verb tense  when  writing | No errors in  grammar or  spelling in body  of letter | 2-3 errors in  grammar or spelling (including punctuation and capitalization) in  body of letter  that do not  interfere in  meaning. | 4-5 errors in  grammar or spelling (including punctuation and capitalization) in  body of letter  that do not  interfere in  meaning. | More than 5 errors in  grammar or spelling (including punctuation and capitalization) in  body of letter  that  make the letter  illegible. |
| **Written**  **Directions** | Format and  layout | Student followed  directions  independently  with no  assistance. | followed  directions  independently  with no  assistance.  Student is  nearly  independent but  needs some  verbal  reminders to  follow format  and layout  directions. | Student follows  only portions of  the step by step  directions and  relies on  teacher's  assistance to  execute the rest  of the written  directions. | Student relies  completely on  teacher's  assistance to  follow written  directions. |